

Compilation: Tilman Grammes

## Selected Links: Qualitative Research

All information is taken from the related websites (31-12-2010).

1. Case archives in the field of education
2. Web-portals: video sequences of (social science) lessons
3. Journals
4. Project

### 1. Case archives in the field of education

A good description of the purpose of such case archives is given on the website of No. 5 Arbeitsstelle pädagogische Kasuistik: "At research places loads of data and material is collected in folders and shelves. However, the decision what happens to all the data and material after the research project is finished, is not at all an easy one: Frequently, nobody wants to delete these. However, it is not clear, if and how these data and protocols can be used adequately in the future. Since one year the department of pedagogical casuistry has started to archive protocols of the pedagogical practice, such as observation protocols in the sense of "dense description", video-/audio-recordings, or transcripts of pedagogical interactions (interviews, group discussions, etc.). In order to make the material accessible, we established categories for subject headings. Our work's aim is to provide protocols for researchers and teachers and their didactic purposes as well as for the analysis of secondary literature. We would appreciate it, if you had any material - no longer needed, but interesting for a professional audience - that could be provided to our archive in order to make it available for public use. If you have any material for us, please do not hesitate to contact us or send us the following response paper. Thank you very much for your cooperation!" (From the website, Translation TG)

Additional hints to case archives in the field of social studies worldwide appreciated!

#### 1.1 GOLD – La buone pratiche della scuola Italiana

Istituto Nazionale di Documentazione per l'Innovazione e la Ricerca Educativa, Firenze/Italy  
<http://gold.indire.it/gold2/>

The Italian agency responsible for the support to school autonomy (ANSAS) was originally also the Italian documentation agency on education (INDIRE). The website presents examples of school activities both curricular and extracurricular, projects, and innovative experiences developed at a school level („good practices"). The decision on the inclusion of the practices in the archive is up to the agency. All the materials are in Italian.

#### 1.2 Association for Citizenship Teaching (ACT)

Case studies.

[http://www.teachingcitizenship.org.uk/case\\_studies](http://www.teachingcitizenship.org.uk/case_studies)  
This section of the site contains examples of how other teachers have delivered various aspects of Citizenship across all phases of education.

#### 1.3 Fallarchiv Universität Kassel, Germany

[www.fallarchiv.uni-kassel.de](http://www.fallarchiv.uni-kassel.de)

#### 1.4 Archiv für pädagogische Kasuistik (APA EK)

Johann-Wolfgang-Goethe Universität Frankfurt/Main, Germany, Prof. Andreas Gruschka  
[www.apaek.uni-frankfurt.de](http://www.apaek.uni-frankfurt.de)

More than 1116 files including more than 350 lesson transcripts .

#### 1.5 Arbeitsstelle pädagogische Kasuistik

Technische Universität Berlin/Germany, Prof. Sabine Reh  
[www.ah-ewi.tu-berlin.de/menue/arbeitsstelle\\_paedagogische\\_kasuistik/](http://www.ah-ewi.tu-berlin.de/menue/arbeitsstelle_paedagogische_kasuistik/)

### 2. Web-portals: video sequences of (social science) lessons

#### 2.1 Unterrichtsvideos

University of Zurich/Switzerland, Institute of Educational Science et al.

[www.unterrichtsvideos.ch](http://www.unterrichtsvideos.ch)

Broad collection of videotaped lesson sequences. Designed for use in teacher training as well as empirical research. A few citizenship topics can be found under the subject "Geschichte" (history). Topics are voting processes or international conflicts, i.e. Iraq war, Israeli-Palestinian conflict, war and peace.

#### 2.2 Videodatenbank Schulunterricht in der DDR

[Data base with lesson from the former GDR]

German Institute for International Educational Research (DIPF), Frankfurt/Germany

<http://www.fachportal-paedagogik.de/filme/filme.html>

Unique collection from the former Academy of Educational Sciences (Akademie der Pädagogischen Wissenschaften) in the German Democratic Republic until 1989. Access for research purposes only but can easily be applied for. Contact Prof. Dr. Henning Schluss, University of Vienna <http://bildungswissenschaft.univie.ac.at/fe1/bildungsforschung-und-bildungstheorie/personal/schluss-henning/>

### 2.3 Comparative Education Review (CER)

<http://www.jstor.org/action/showPublication?journalCode=compeducrevi&>

The journal temporarily provided video clips made by Joseph Tobin, author of the famous study “Preschool in Three Cultures Revisited” in the moderated discussion in the May 2009 issue. The access to the video clips was part of the electronic edition of the journal. Readers could share their reactions to the clips and to the moderated discussions by posting comments in the discussion forum within the Web site of the Comparative and International Education Society (<http://www.cies.us/forum>). “Doing so will produce a truly multivocal discussion of Preschool in Three Cultures Revisited.” The Tobin-study could be re-analyzed regarding the relation of educational styles and “open” democratic education.

### 2.4 Making civics real.

#### A workshop for teachers.

<http://www.learner.org/workshops/civics/>

Center for Civic Education (<http://new.civiced.org/>)/Calabasas/CA and the National Council for the Social Studies (<http://www.socialstudies.org/>).

Making Civics Real is a video workshop for high school civics teachers. It includes eight one-hour video programs, a print guide to the workshop activities, and an accompanying Web site. Each of the eight programs presents authentic teachers in diverse school settings modeling constructivist teaching strategies. The goal of this workshop is to give teachers new resources and ideas to reinvigorate civic education. Topics of the workshops are e.g. Civic Engagement or Controversial Public Policy Issues. Highly recommended.

### Workshop 6. Civic Engagement

This program shows a group of 11th- and 12th-grade students at Anoka High School in Anoka, Minnesota, a suburb of Minneapolis, engaging in a significant way to improve the quality of their community. All students in Anoka are required to participate in service learning in order to graduate from high school. Students begin with simple teacher-defined activities in the ninth grade and become progressively more involved and self-directed as they progress through their high school years. In this Human Geography class taught by Bill Mittlefehldt, a 30-year veteran of the classroom, students work in teams to define a proj-

ect, choose and meet with a community partner who can help educate them about the seriousness of the issue and its current status, conduct further research on the identified problem, and present the problem and their proposed solutions first to their peers, and then to a special session of the Anoka City Council. This lesson satisfies state and national standards while helping deal with the needs of today’s teens and today’s communities. The primary methodology presented in this lesson is service learning.

### Workshop 7. Controversial Public Policy Issues

In this 12th-grade law class at Champlin Park High School in Champlin, Minnesota, JoEllen Ambrose engages students in a structured discussion of a highly controversial issue—racial profiling—and connects student learning both to their study of due process in constitutional law and to police procedure in their study of criminal law. She begins by having students individually complete an opinion poll, which they then discuss as a group, realizing that the issue of profiling becomes increasingly complex as examples of it get closer to their personal experience. By physically engaging the students (they move around from “Agree” to “Disagree” to “Undecided” positions as the discussion proceeds), they get both a visceral and visual sense of the controversy. The poll is primarily a motivating activity to engage students’ interest. Next, working in pairs, they delve into studying a research packet that Ambrose has prepared, reading local and national sources on the topic of racial profiling. The next activity pairs students in a structured debate. The framework for this debate, which comes from the Center for Cooperative Learning at the University of Minnesota, is highly specific with regard to both time and task and is designed to have each partnership argue both sides of the issue. Each group of four is next charged with the task of developing a consensus position on the issue and presenting it to the class. A debriefing discussion completes the lesson. The methodologies highlighted in this lesson include role playing and structured academic controversy. ([http://www.learner.org/workshops/civics/support-materials/civics\\_intro.pdf](http://www.learner.org/workshops/civics/support-materials/civics_intro.pdf))

### 2.5 Grammes, Tilman/Gagel, Walter/Unger, Andreas, eds. 1992. Politikdidaktik praktisch. Mehrperspektivische Unterrichtsanalysen.

Ein Videobuch. [Citizenship education in practice. Multiperspective analysis of a lesson. A video book.] Schwalbach: Wochenschau (including videotape).

This material is not online, but an early example of a multimedia book including a videotape of a civic lesson. The topic of the lesson is migration policy in Germany. The single lesson was video-taped and

is given with full transcript, teacher's and students' stimulated recall to the lesson. It is analyzed from multi-perspectives by different subject matter didactic researchers. Two other so called "video book" projects followed.

### 3. Journals

#### 3.1 Forum: Qualitative Social Research (FQS)

2009-1 <http://www.qualitative-research.net/index.php/fqs/issue/view/301>

Open access. Peer-reviewed multilingual online journal for qualitative research established in 1999. FQS is interested in empirical studies conducted using qualitative methods, and in contributions that deal with the theory, methodology and application of qualitative research. Innovative ways of thinking, writing, researching and presenting are especially welcome.

#### 3.2 Ethnography and Education

<http://www.tandf.co.uk/journals/REAE>

International, peer-reviewed journal that publishes articles illuminating educational practices through empirical methodologies, which prioritise the experiences and perspectives of those involved. The journal is open to a wide range of ethnographic research that emanates from the perspectives of sociology, linguistics, history, psychology and general educational studies as well as anthropology. The journal's priority is to support ethnographic research that involves long-term engagement with those studied in order to understand their cultures; uses multiple methods of generating data, and recognises the centrality of the researcher in the research process.

#### 3.3 Comparative Education

<http://www.tandf.co.uk/journals/CCED>

This international peer-reviewed research journal engages with theoretical and empirical analyses and debates in the field of comparative education, of relevance to scholars, policy-makers and practitioners. Since its inception in 1964, *Comparative Education* has contributed to the growing importance of comparative perspectives on educational issues in national, international and global contexts.

#### 3.4 International Journal of Qualitative Studies in Education (QSE)

<http://www.tandf.co.uk/journals/tqse>

The aim of the journal is to enhance the practice and theory of qualitative research in education, with "education" defined in the broadest possible sense, including non-school settings. *QSE* publishes peer-reviewed

empirical research employing a variety of qualitative methods and approaches, such as ethnographic observation and interviewing, grounded theory, life history, case study, curriculum criticism, policy studies, narrative, ethnomethodology, social and educational critique, phenomenology, deconstruction, genealogy, autoethnography, etc. In addition, innovative or provocative approaches to qualitative research as well as the way research is reported are encouraged. Theoretical papers are welcome. Publishes discussions of epistemology, methodology, or ethics of qualitative research from a range of perspectives, including (but not limited to) interpretivism, constructivism, critical theory, feminism, and race-based, lesbian/gay/bi/transgender (including queer theory), and poststructural ones.

#### 3.5 Classroom Discourse

<http://www.tandf.co.uk/journals/RCDI>

The Journal focuses on research that considers discourse and interaction in settings where activity is deliberately organised to promote learning. While most papers focus on the discourse of classrooms, others report research in more informal, naturalistic settings in which, while learning is certainly still taking place, it is not occurring in the typical and 'traditional' space of a classroom. Examples might include online tutorials, peer-peer interactions of work-in-progress, and dialogues between 'trainer and trainee' in a workplace context. In order to deal with the range of phenomena identified in the Journal's wide interpretations of both 'classroom' and 'discourse', contributions are invited from across the range of theoretical perspectives and research methods. Thus, articles are welcomed which use such perspectives as ethnomethodology, conversation analysis, discursive psychology, multimodal analysis, systemic functional linguistics, genre theory, studies on 'voice', identity studies, critical discourse analysis (CDA), sociocultural theory, cultural-historical activity theory, communities of practice, linguistic ethnography and linguistic anthropology, and post-structuralist discourse analysis.

#### 3.6 Educational Action Research

<http://www.tandf.co.uk/journals/titles/09650792.asp>

Fully refereed international journal concerned with exploring the dialogue between research and practice in educational settings. The considerable increase in interest in action research in recent years has been accompanied by the development of a number of different approaches: for example, to promote reflective practice; professional development; empowerment; understanding of tacit professional knowledge; curriculum development; individual, institutional and community change; and development of democratic management and administration. Proponents of all these share the common aim of ending the dislocation of

1 Hiller 2009 for example uses the critical incident method. This qualitative research method could be very interesting for qualitative research in citizenship education.

research from practice, an aim which links them with those involved in participatory research and action inquiry. This journal publishes accounts of a range of action research and related studies, in education and across the professions, with the aim of making their outcomes widely available and exemplifying the variety of possible styles of reporting. It aims to establish and maintain a review of the literature of action research. The impetus for Educational Action Research came from CARN, the Collaborative Action Research Network, and since its foundation in 1992, EAR has been important in extending and strengthening this international network.

### **3.7 Reflective Practice**

<http://www.informaworld.com/smpp/title~db=all~content=g927922488~tab=summary>

Refereed journal publishing papers which seek to address one or more of the following themes: The different kinds of reflective practice and the purposes they serve; Reflection and the generation of knowledge in particular professions; The ways reflection is taught and learned most meaningfully; The links between reflective learning and the quality of workplace action.

### **4. Project**

VOICE

“Developing Citizens – Paths to core competencies through a problem-based learning project in civic education”

<http://www.ipw.uni-hannover.de/5656.html>

Project under the guidance of Prof. Dr. Dirk Lange, Leibniz-University Hannover. Sponsored by Life Long Learning Programm of the European Commission. Educational experts and practitioners from nine different institutions of Estonia, Slovenia, Austria, Turkey and Germany are participating.